

Alternate Assessment 2009	Alternate Assessment 2009 Qualified Assessor Survey	Alternate Assessment 2009 Qualified Assessor Survey
Comments: (If your	Comments: (If your comment refers to a question above,	Comments: (If your comment refers to a question above, please refer to the question)
Answer Options		Response Count
		42
<i>answered question</i>		42
<i>skipped question</i>		123
Number	Response Date	Response Text
1	Mar 17, 2009 10:06 PM	My only complaint is in the reading. It would be helpful if the comprehension answers aligned with the online version when entering the data. On the paper copy, the order was 2, 1, 0 and the online version it was 0, 1, 2.
2	Mar 19, 2009 8:14 PM	4A & G: I do not have students needing the Alternate Assessments at this time. They are trying to pass the HSGQE and are able to understand the questions, but a couple have not been able to complete a passing score with all of the state modifications in place. It could be test anxiety at this point because they've taken it several times and are now seniors. I wish we could offer them some assistance such as prompts, but that's about the only thing that I can think of that would help at this point. We have been reviewing the basics all year, doing extended reading and writing assignments, and lots of practical math, but I think FAS causes inconsistencies also. One day they know it, and the next day they don't.
3	Mar 19, 2009 8:17 PM	I disagree with how resource and self-contained teachers are expected to explain to parents what the alternate assessment is and why they are expected to choose a certificate vs. this option. It should be the school districts responsibility to provide a narrative for the SERT to read or something sent through the mail to parents explaining what it means to make this decision and that it is not reversible or something to change whenever they feel like it. It is something that is recommended by the school team and a team decision. Parents need more information.
4	Mar 19, 2009 8:30 PM	I think that the majority of our students can successfully participate in the current A.A. but I also think there are some who can't. There should be an "opt out" per the decision of the IEP team due to profound cognitive delays. Secondly, it is a poor use of a certified teacher's time spent downloading the testing materials. The secure test should be provided ready to use just like the rest of the student population.

5	Mar 19, 2009 8:44 PM	<p>I believe that this is not an accurate picture for these students. Every year it is administered parents are upset about the test and feel that it is not giving them "good" information about their child. They know what is wrong with the child and one parent in particular feels that it is a slap in the face each year the child is supposed to take this. I think the training is tedious and it would be better to have people administer portions of the test but not all of it to ensure they understand the scoring criteria. When getting trained you are giving it to a regular education student and that is much different than giving it to a sped student. I think this needs to be looked at as not being a part of accountability and statewide assessment.</p> <p>It would be nice to have the option of no change or something on the survey because it doesn't pertain to all people and to choose an agree or disagree it may skew the</p>
6	Mar 19, 2009 8:44 PM	I gave the AA to a 7th grader this year. it was a good experience for both the student and me! Thank you :)
7	Mar 19, 2009 9:07 PM	<p>Need training closer to the test window; having training in Dec. and test in Feb./March is too long.</p> <p>If the Severely/Intensive students are to take an AA, it shouldn't be academic, but related to there IEP Goals - self help, mobility, motor skills, communication etc.</p>
8	Mar 19, 2009 9:21 PM	None
9	Mar 19, 2009 10:14 PM	G. Last year, we did not receive the results from the Alternaitve Assessment. I was wondring if I did something wrong while inputting the scores.
10	Mar 19, 2009 11:04 PM	Sub time is needed to prep, complete and score the AA. ASD Special Education does not provide ample support.
11	Mar 20, 2009 9:00 AM	I think the Alaska Alt. Assessment is in need of severe revision. On a scale of 1-10 its a 1.

12	Mar 23, 2009 5:48 PM	<p>Section 5: Professional Development needs did not correspond with the responses (strongly disagree, disagree, agree and strongly agree). I put strongly agree but I don't think that is my intention but it is difficult to tell as the statements for each letter are not clear. Am I requesting that I need more help or am I suggesting that I feel confident in the training/professional development that I am currently receiving.</p> <p>As a mentor and a teacher that assesses students, I found that the AA for the 5/6 grades was not aligned with the EXGLE's in the area of reading comprehension. The 3/4 level had more difficult questions based on the same story for students to answer. Also, regarding 3/4 signs and symbols, this section would be more appropriate at the 5/6 level or break the signs/symbols into two different parts based on more common signs for 3/4 and more common signs for 5/6. For example, 3/4 graders may know stop, exit, phone but H for hospital would be more challenging and could be placed at a higher level. It is of my opinion that signs/symbols should be assessed at all levels as this is a big part of reading AND daily living skills for students</p>
13	Mar 23, 2009 6:13 PM	<p>It seems unfair to give an alternate assessment to a 12 year old who can't read but does know some sight words and a little bit of spelling. The alternate assessment went up in content drastically from 4th grade content to fifth grade content and what you wanted the students to do.</p>
14	Mar 23, 2009 8:27 PM	<p>I was thinking of Professional Development needs as relates to all staff not myself personally. Also, in terms of the ExGLE's they are considered during student programming planning but may or may not be reflected in a student's program depending on individual student needs, also AT and accommodations consideration should be in place throughout a student's day and not a result of their access to the AA</p>
15	Mar 24, 2009 10:45 PM	<p>I think the practice test needs to be formatted to align with the actual test that is administered. I know that instruction for QA's needs to cover all tests, but the practice test and the test strands are so vastly different. Maybe putting the practice test into strands would help to be better prepared for the real test. The QA's I've trained have more questions after they have become certified and begin giving the actual test than they do when they are training. The difference in formats really knocks them for a loop.</p>

16	Mar 25, 2009 2:59 PM	The 5/6 Alternate Assessment test does not measure the skills or progress for the student I tested. The content of the 5/6 is far below grade level expectations for a student who's been in special education for 7 years.
17	Mar 26, 2009 3:57 PM	My students are severely impaired and even giving the ELOS still does not show what the student is capable of doing.
18	Mar 28, 2009 1:19 AM	The alternate assessment help or guide me in what to teach my student when it comes to reading, writing and math. I tried to introduce the letters and numbers to my student but she is progressing at a slower rate. Some of the test are too advance for her to comprehend. I do believe that students with cognitive disability should be tested to measure the skills that they have mastered.
19	Apr 6, 2009 5:38 PM	<p>#2b: The scoring criteria was pretty clear for all but 1 or 2 tasks.</p> <p>A few questions should be reworded to be sure that they are clear. Also, we need to be sure that there is a clearly correct answer choice for the students to choose from. I felt that the answer choices for a couple of the questions were too vague and not worded clearly. Even I had to stop and think about which answer choice was the BEST one.</p> <p>#4H: I feel that it is important to include students with significant cognitive disabilities in the accountability system. However, I feel that the length and nature of the test can be too stressful for students who have significant cognitive disabilities COUPLED WITH severe physical disabilities that limit the student's ability to communicate. It can take two weeks or more of daily testing, all morning, to get the full test administered. For these students only, I feel that we don't necessarily need to administer the test on a yearly basis. Maybe every other year or only in certain grades (ex: 4,8, and 10th.)</p> <p>#3: In general I agree that this test accurately measures the student's capabilities. However, for those students who take a LONG time to complete the test (mentioned in the comment above for #4h) it might not be as accurate. Towards the end, they just want to be done with the test so they stop putting in as much effort to get the right</p>

20	Apr 6, 2009 10:51 PM	problems I saw with questions as I looked over all the tests. science task 3.4 item 1 point to the soil... the plant is in soil...point to soil could be confusing. Same task item4 river looks like a highway. Task 4.4 item 6 for out kids who hang on a key word...What do you need to cut the newspaper. What do some people need to read the newspapre...in both cases they could focus on newspaper.Task 1.8 item 3 what does not belong.picture is confusing as marshmallows are not usually referred to as melting.
21	Apr 9, 2009 7:47 PM	Some of the stories are not relevant to students in rural school. I tested a student who has never been to a zoo and his performance on that story was significantly lower than the other two. There need to be an appropriate option for those kids. they should now be assessed on something they don't have prior knowledge of.
22	Apr 13, 2009 10:41 PM	The entire test should be able to be given to non-verbal students. The tasks should be more structured. Directions could be more clear for accommodations. The writing is very difficult. It is very frustrating to see a student write their name legible but not score well do to capital letters. The sentences ideas and organization is based on a paragraph and not sentences. Would like to see more of a developmental profile for writing to show stages of writing development.
23	Apr 15, 2009 12:18 AM	Questions E, F and G abover are not full questions or statements. The test did not assess much reading or comprehension. The math only went to 1 digit by 1 digit multiplication and did not assess a conceptual understanding of when to use it. I teach Life Skills 1 and my students were upset at the ease of which some of the questions given were.

24	Apr 17, 2009 6:51 AM	<p>However 'politically incorrect', I think the goals of these assessments are unrealistic with the populations that I have had in my classroom for the past 7 years. They are a statistic, more than a relevant example of a product of the educational system - and I think it is a waste of time and resources to pursue testing for individuals functioning below a 7 year old grade level cognitively. What results are we aiming for, in what context? Being that trainings, subs, airfares, technological support, materials, grading, publishing scores, etc..., are so expensive and time intensive - it seems a blatant waste of money unless the parent specifically elects to have their student evaluated in this way. It seems fraudulent and politically motivated rather than an example of best practices in the field of educational leadership in Special Education. Most of my parent/guardians have disregarded it entirely. Additionally, the testing materials are usually so cognitively high, I usually see examples for AA test items that even a regular education student performing at grade level may have trouble completing. Possibly IN teachers should devise the tests?</p>
25	Apr 24, 2009 12:29 AM	<p>I did not get much training for giving/scoring the tests. I think a yearly refresher course would really help at the beginning of the year.</p>
26	Apr 24, 2009 12:37 AM	<p>I think we need to work on explaining to teachers about how to use AAC with students and giving the test. (more examples) We also need to be able to reflect in the score if a student writes in all caps but writes well otherwise and if they read well but don't sound out words or are NONVERBAL.</p>
27	Apr 24, 2009 12:48 AM	<p>1. My student is vision impaired and uses the ELOS test items. Why were they not sent with the large print version?</p> <p>2. I tried to blow up the items in the ELOS and they were of such low quality that when enlarged on the photo copier they were faint and choppy looking. Last year we had the same experience. It is very frustrating to be expected to make modifications with poor quality materials.</p>
28	Apr 24, 2009 12:56 AM	<p>Most scoring criteria is clear, however, assessing and scoring the writing portion has always been a challenge. Better training in this area would be helpful.</p>

29	Apr 24, 2009 2:11 AM	<p>4H Instructional Relevance (important to include): In some cases I agree, but with the most severely disabled of the 1% I disagree.</p> <p>5F Prof. Dev. Needs (AAC Systems): Since this is not only student specific, but also changes as new technologies become available, I always have a need to learn more about this area.</p>
30	Apr 24, 2009 2:25 AM	<p>(4-B) ExGLEs or any other assessment evaluator (any standardized test) is a good key to what a student has learned, but education is sadly lacking and boring when they become the end-all-and-be-all of a program. I have watched as THE TEST SCORE is the entire basis for judging the success/failure of a program, pushing educators to teach only what will be tested.</p> <p>Unfortunately, the Alternate Assessment is beginning to fall into that "only the score counts" category. There is still no way to test "not on paper" gains that the students have made any language, math, science, and real life skills. (4-C) There are also occasions when the appropriate IEP is in no way a reflection of the Alt. Assess-- nor should it be. This assessment is not geared to the differences and successes of students-- it is merely an 'easier' version of other standardized tests. There is no accomodation / modification that can be made on the current Alt. Assess. that could not be made (with</p>
31	Apr 24, 2009 4:32 AM	<p>ELOS is a jump from standard administration. I wish it didn't have to be so drastic. Also, if things weren't grade banded so strictly then there are some cases where I might be able to use the alternate assessment to show progress over time. Instead if a student is non prof. at their grade level for several years you might not be able to see growth. why can't the IEP team decide what level to give a student. we certainly know them best!</p> <p>thanks... it's a much easier and better tool than several</p>
32	Apr 24, 2009 7:25 AM	<p>A much more realistic way to assess my student with cognitive impairments. Thank you!</p>
33	Apr 24, 2009 3:34 PM	<p>My students do not function at a level that can be evaulated by a paper and pencil assessment. We are working on helping themselves eating on their own.</p>
34	Apr 24, 2009 3:48 PM	<p>I still feel most of the questions are way above any level my students are able to understand or perform correctly.</p>

35	Apr 24, 2009 3:50 PM	G. I never did see the test results for the 08-09 alternative assessment for last year or received an official results. If I would have received them it is important to explain the results to the parents.
36	Apr 24, 2009 4:20 PM	I am not using the alternate assessment this year. I will probably need to take the training again when the time comes that I need to use it. However, I find it difficult to accept this low-end assessment when I have FAS and mildly mentally retarded students who have been taking the HSGQE for 3 or 4 years and cannot quite pass with all the modifications the state allows. One additional accommodation might be enough--allow them to ask for a prompt so I can remind them which modification applies or which guide to check! Compare that to the very low end modifications allowed on the alternate assessment. It's frustrating.
37	Apr 24, 2009 4:32 PM	There are no GLEs for science
38	Apr 24, 2009 4:33 PM	There needs to be a consideration to the severely medically fragile students who receive services at home. These students are typically cortical visually impaired, G-tube, hearing impaired etc... some parents think it not necessary and should have the option of not being reminded of "things my child can't do!"
39	Apr 24, 2009 6:13 PM	F. I found the test to be profoundly easy and it did not show the skills my students have or the knowledge they've gained. The expectations are way too low.
40	Apr 24, 2009 7:37 PM	#2 B. Scoring criteria for tasks are clear? I feel that some of the questions were not clear as to what was expected of the student, especially on the math portion of the test.
41	Apr 25, 2009 12:12 AM	we need to develop at least a three track system of diploma's....academic (college based) , life skills (severely handicapped), vocational specialties (for those not going to college)...
42	Apr 27, 2009 1:38 PM	Although I answered all the questions, I had to put an N/A for #4F because I did not actually administer the test to any student's this year other than the required one for my certification as a Qualified Assessor. Our district only allows administration by a contracted employee, which I am not at present.